



# **Special Educational Needs Policy**

## Special Educational Needs

Date	Review Date	Special Needs Co-ordinator (SENCO)	Nominated Governor
01/09/2020	01/09/2021	Faye Favill	Paul Hadley

We believe this policy relates to the following legislation:

- Children Act (1989)
- Education Act (1996)
- School Standards and Framework Act (1998)
- Education (Special Educational Needs) (Information) Regulations (1999)
- Education Act (2002)
- Mental Capacity Act (2005)
- Education and Inspections Act (2006)
- The Tribunals, Courts and Enforcement Act (2007)
- Education (Special Educational Needs Coordinators) (England) Regulations (2008)
- Tribunal Procedure (First-tier Tribunal) (Health, Education and Social Care Chamber) Rules 2008
- Education (Special Educational Needs Coordinators) (England) (Amendment) Regulations 2009
- Education Act (2011)
- School Discipline (Pupils Exclusions and Reviews) (England) Regulations (2012)
- Children and Families Act (2014)
- Children and Families Act (2014) (Transitional and Saving Provisions) (No 2) Order 2014
- Special Educational Needs and Disability Regulations (2014)
- Special Educational Needs (Local Offer) Regulations (2014)
- Special Educational Needs (Personal Budgets) Regulations (2014)
- Special Educational Needs and Disability (Detained Persons) Regulations (2015)

The following documentation is also related to this policy:

- Quality Standards for Special Educational Needs (SEN) Support and Outreach Services (DCSF)
- School Admissions Code (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities
- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England
- The Statutory Framework for the Early Years Foundation Stage
- Working Together to Safeguard Children (2013)
- Reasonable Adjustments for Disabled Pupils (2012) (Equality and Human Rights Commission)
- Supporting Pupils at School with Medical Conditions (2014) (DfE)

We wish to comply with the Special Educational Needs and Disability Code of Practice: 0 to 25 Years, the Statutory Guidance for Organisations Who Work With and Support Children

and Young People with Special Educational Needs and Disabilities and with sections 29, 34, 35, 66, 67, 68, 69 and 100 of the Children and Families Act 2014.

We have a duty to provide appropriate SEN provision for children and young people in order to meet their needs. It is also our duty to 'make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEN provision is made for them.' We must ensure that under no circumstance will we directly or indirectly discriminate against, harass or victimise disabled children or young people.

We believe it is our responsibility to publish all details of the SEN provision that we have available in the Information Report and to work with the local authority in compiling and reviewing the Local Offer.

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# Section 1: Aims and Objectives

## 1.1. Introduction

- 1.1.1. This SEN policy details how this school will ensure that the necessary provision is made for any pupil who has special educational needs and how those needs are made known to all who are likely to teach them.
- 1.1.2. As appropriate, the aims and objectives of the SEN Department (often referred to as Cadogan) relate directly to those of the School and are also based on the values derived from and are guided by the requirements of the 1981 Education Act and the *SEN Code of Practice, DfES (2015)*. A major change was the introduction of EHCP (Education, Health and Care Plans) up to age 25. Those students currently with an EHCP/statemented, will be transferred to an EHCP over the next year or so by LEAs. The Welsh Government introduced a Bill early in 2018 the new Assembly parliament. Key Proposals for Wales are attached at Annex A.
- 1.1.3. The SEN provision is mainly housed in the Cadogan Centre, SENCo Office, Bridge Therapy Suite and the Solar Rooms; use is also made of other classrooms as appropriate.

## 1.2. Principles

- 1.2.1. St David's College is proud of its inclusive ethos, which embraces and celebrates the ability of all its students, combining high quality teaching with challenging opportunities in an environment where tolerance and understanding of others are equally important.
- 1.2.2. We believe that all practitioners are teachers of pupils with SEN and that they should differentiate according to the individual needs of the pupils in their care. Monitoring the progress of all pupils is an ongoing process, which enables early identification of any pupils who may require additional or different provision to be made.
- 1.2.3. We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our pupils. This policy should therefore be read alongside our policy for equal opportunities.
- 1.2.4. Pupils with SEN are fully integrated into the life of the school. We recognise the strengths of every individual as well as any areas for their development and ensure that all contribute to the social and cultural activities of the school. We have formal procedures to ensure that all students have access to the curriculum and can thrive. All of our students are encouraged to reach their full potential through excellent teaching and targeted support; where possible, educational provision is achieved through integration into the mainstream curriculum.
- 1.2.5. We recognise that the range and degree of learning difficulties found in a typical class at St David's College can be considerable and every teacher is a teacher of SEN. Sensitive and creative adaptation of the curriculum may be required in order to match what is taught and how it is taught to the pupils' aptitudes and abilities.

1.2.6. We believe that learning can only be effective if it is conducted in a secure, caring supportive and disciplined manner that demonstrates mutual respect and good teacher/pupil relationships which foster trust, promote self-reliance and the development of individual initiative. We believe that St David's is an inclusive school and, in addition to formal procedures for meeting the needs of all of its students, we have many informal procedures that are also outlined within this document.

1.2.7. We endeavour to monitor all children/pupils who are not making adequate progress in the four broad areas specified in the SEN Code of Practice:

- Communication and interaction,
- Cognition and learning,
- Social, emotional and mental health,
- Sensory and/or physical needs.

The school will have regard to the SEN Code of Practice (2015) when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

1.2.8. We recognize that at some point in any student's career the individual may require additional support to reach their potential. Regardless of the need and the length of time for which support is required, the school will meet that need wherever possible. If our experienced and highly qualified staff cannot provide this support for whatever reason, then, in partnership with parents and LEAs, we will advise seeking external specialist support or assessment.

### 1.3. Definitions

1.3.1. To be consistent with the SEN Code of Practice (2015) the following terminology has been used:

A pupil who has a learning difficulty, which requires special educational provision, is said to have **Special Educational Needs (SEN)**.

If a child has significant problems (physical, emotional, psychological, medical, etc.) that hinder/prevent him/her from learning or benefiting from the normal education or educational facilities provided for the majority of his/her peers, then that child has a **Specific Learning Difficulty (SpLD)**.

*(N.B. This definition of learning difficulty does not apply to pupils who have learning problems solely because his/her first language is different from the language in which he/she will receive his/her education).*

If the child needs different or additional educational provision to that generally provided for his/her peers (who attend a main stream secondary school) then that educational provision is deemed **'Special Educational Provision'**.

The term **'parents'** is employed throughout this policy to refer to any parent, guardian, or other adult in 'loco parentis'

### 1.4. Partnership (See Also Section 4)

1.4.1. **Parents.** Parent/carer involvement and support is vital to the success of the education of the children and especially those with SEN. Parents are encouraged to discuss any issues and concerns with the class teacher/form tutor/SENCo/deputy head teacher/head teacher/SEN governor. Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

1.4.2. **Young People.** Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

1.4.3. **Partnership with Internal/External Colleagues/Agencies.** The Cadogan Department works closely with senior managers to ensure that the school Curriculum and timetable:

- is balanced, i.e. it allows for and facilitates adequate development in each curricular and skill area;
- allows for differentiation according to individual needs;
- offers equality of opportunity and access to the different curricular and skill areas.

The Department will liaise regularly with all relevant external agencies – Local Education Authorities, Health Boards, Social Services and Careers Companies – to ensure the detailed and complex needs of individual pupils are being met and each are providing the services required to meet these needs.

## 1.5. Aims

1.5.1. At St David's College we aim to raise pupil's standards of attainment in all areas of school life by developing and extending curriculum opportunities for all. Whilst encouraging students to develop lively and enquiring minds, we also aim to support them while they grow in independence and confidence, academically and socially. This **entitlement curriculum** is regularly reviewed to ensure that it is relevant to the children's needs, both present and future and that it is perceived as such by the children themselves and their parents.

1.5.2. We will ensure that:

- The school complies with the requirements of the *Education Act 1996*, *Disability Discrimination Act (1995) and (2005)*, the *SEN Regulations (2015)*, the *SEN Code of Practice (2015)*, the *Children and Families Act (2014)* and other statutory guidance and are implemented effectively within the school.
- Every pupil with special educational needs and/or disabilities has maximum opportunity to achieve the five *Every Child Matters* outcomes:
  - be healthy
  - stay safe
  - enjoy and achieve

- make a positive contribution
- achieve economic well being

In detail we aim to:

1. Ensure full entitlement and access for SEN pupils to high quality education within a broad, balanced and relevant curriculum so that they can reach their full potential and enhance their self-esteem.
2. Stimulate and/or maintain pupil curiosity, interest and enjoyment in their own education.
3. Enable SEN pupils to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives.
4. Promote a broad curriculum to ensure intellectual, emotional, social and physical development.
5. Identify and assess pupils with SEN as early and thoroughly as is possible and necessary.
6. Meet the needs of all pupils who have SEN by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

## 1.6. Objectives

1.6.1. These objectives have been written in conjunction with the aims listed above, the guidelines laid down in the 2001 SEN Code of Practice/ Children and Families Act (2014) and relevant areas of other school policies. They are intended to show how the structures and systems that are in place actually put the aims into practice.

1.6.2. We will:

1. Provide full access to a broad and balanced curriculum for all pupils within the school at a level that is appropriate to their ability and needs and ensure that the necessary provision is made for any pupil who has SEN.
2. Monitor our annual intake to ensure that pupils with Special Educational Needs (with or without statements/EHCP) have not been refused admission or discriminated against because of their special needs, so long as they remain within the school's remit.
3. Identify and assess the special needs of pupils during transition from other schools and within the school itself, across the whole ability range and to make appropriate provision in order to meet these needs.
4. Assist departments in the ongoing identification of pupils with special needs and provide ideas for them in terms of advice, resources and appropriate teaching strategies that will help staff develop to the full, the potential of all pupils in their care.
5. Prepare pupils with special needs to take a full and active part in the community after leaving the school by developing and sustaining strong links with the Further Education sector and outside agencies.
6. Develop the understanding and skills of the staff to meet the needs of pupils with special educational needs through partnership in and out of the classroom and through In-Service Training (INSET).



7. Carry out all assessment and monitoring procedures, as laid down in the revised SEN Code of Practice (2015) / Children and Families Act (2014), fully involving parents or carers of pupils with special needs in all aspects of their child's education and to continue and extend the good relationships already established with parents.
8. Develop strong links with all members of the College Senior Management Team and involve them in the development and monitoring of Special Needs provision in the school. (SENCo is a member of the SMT).
9. Build on the pastoral and academic links within the school to enable provision for special needs to be co-ordinated in all areas.

## 1.7. Monitoring, Evaluating and Reviewing the SEN Policy

- 1.7.1. The SEN Policy is subject to a regular annual cycle of monitoring evaluation and review. It should be read alongside the school's behaviour and equal opportunities policy as they are directly linked. As part of the monitoring, evaluation and review process, the SEN Action Plan identifies the actions required to fulfil the aims and objectives of the SEN Policy. A copy of the latest Action Plan is available on the Cadogan intranet and Senior Leadership Team Folder. Further details of the process of Monitoring and Evaluating SEN provision are in Section 5.

## Section 2: Management and Coordination of the School's SEN provision

### 2.1. The Governing Body

2.1.1. The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

### 2.2. The Headmaster

2.2.1. The Headmaster is the school's "responsible person" and manages the school's special educational needs work. He will keep the governing body informed about the special educational needs provision made by the school.

### 2.3. The Teaching Staff

2.3.1. All teachers at St David's College are teachers of pupils with SEN. All teachers and support staff receive in-service training in identifying and supporting pupils who require an education offer that is additional to and different from the differentiated curriculum offered to all pupils.

### 2.4. The SENCo

2.4.1. Dr Faye Favill, Special Education Needs Coordinator (SENCo) is responsible for co-ordinating the day to day provision of education for pupils with special educational needs at St David's College. The SENCo, as defined in the revised SEN Code of Practice, has overall responsibility for provision for those students on the SEN Register. The SENCo's responsibilities include:

- overseeing the day-to-day operation of the school's SEN policy;
- liaising with and advising fellow teachers;
- managing the SEN team of teachers;
- coordinating provision for pupils with special educational needs;
- overseeing the records on all pupils with SEN;
- liaising with parents of pupils with SEN;
- contributing to the in-service training of staff; and
- liaising with external agencies, including educational psychology services, therapist, medical and social services and voluntary bodies, legal firms, careers companies and Local Authorities.

The Governing Body will determine the role, the key responsibilities and monitor the effectiveness of the SENCo in undertaking those responsibilities.

## 2.5. The SEN Department staff

2.5.1. The Cadogan staff, located in the Cadogan Centre, Bridge Therapy Suite, SENCO offices or the Solar Rooms, provide:

- Expertise in the education of pupils with learning difficulties; mild to moderate emotional and behavioural difficulties; and pupils with specific learning difficulties such as dyslexia, dyspraxia, dyscalculia, ADD, ADHD and ASC, Visual Stress and speech and language communication difficulties.
- Information to ensure that subject staffs are fully informed as to the special educational needs of any pupils in their charge.
- Advice and guidance to subject teachers and departments on employing differentiated teaching methods and suitable resources.

We consider that one of the key roles of the SEN Department is to support subject staff to 'deliver' the curriculum to maximum effect. Details of the implementation of these roles are found in the Sections below and in the Staff Handbook. A full list of all teaching and support staff with responsibility for areas within SEN and their terms of reference can be found on the Cadogan Site in Staff Resources. An 'SEN Mainstream Toolkit' is used to support inclusive lesson planning for mainstream staff. Specialist support teachers buddy up with teachers of their pupils and support their lesson planning to remove pupils barriers to learning.

2.5.2. Cadogan staff also offer advice and INSET (In Service Training) The SENCO signposts curriculum teachers to the Level 5 BDA Certificate in Dyslexia: Literacy, support and Intervention. The SENCO engineers' opportunities for subject teachers and other departments to have CPD ON teaching methods and resources that allow all pupils to have equal access to the curriculum and to experience success and enjoyment in their work. These INSET courses cover issues such as working with pupils with ADHD, ASC and other specific learning difficulties and how to best construct worksheets and differentiated materials in the classroom.

2.5.3. Cadogan staff also work with the subject teachers, parents and pupils in developing **Individual Learning Plans (ILPs) and Pupil Passports** (See Section 3) to help structure support and provide a wide range of approaches to enhancing pupil self-esteem. This can be done by adopting appropriate teaching methods and resources which are sensitive to the expected pace of learning.

## 2.6. The Role Played by Parents of Pupils with SEN

2.6.1 The School will ensure that parents and pupils are involved in decisions about what SEN provision should be made. We recognise that parents hold key information, knowledge and experience to contribute to the shared view of the best way to support behaviour and learning. The views of the pupils and their parents will be heard and incorporated into the planning to meet their needs.

2.6.2. The overriding aim is to have a productive partnership with parents. The SEN department ensures that parents are kept informed of the work done with their child and copies of ILPs and Pupil Passports are emailed to parents and shared on Schoolbase in the parent portal. Parents are encouraged to contact the SEN department if there are concerns they wish to discuss. In addition, parents are invited to contribute to the Review processes and all contact with parents is recorded in Pupil Folders and Schoolbase.

# Section 3: Provision – Meeting the Needs of Pupils with Special Education Needs

## 3.1. Admission of Pupils

- 3.1.1. Pupils with Special Educational Needs will be admitted to St David's College in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEN and Disability Regulations (2014) which underpin the Children and Families Act (2014) and will meet the Act's requirements where appropriate. The school will use their interviews and induction meetings with prospective parents to ascertain whether a pupil has been identified as having SEN and need SEN provision, or EHCP/statement and falls within the remit of the school.
- 3.1.2. New Pupils are invited to visit the school for induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage. Children with SEN who transfer from other schools are supported through their induction to the school by their 1:1 teacher, class teacher, SENCo and by classroom buddies to ensure that they have a smooth transition.

## 3.2. Identification and assessment

- 3.2.1. Identification of particular individual needs of pupils is a collaborative process between school staff, the SENCo, pupil and parents with additional expertise provided as and when appropriate from an Educational Psychologist, Local Authority teams, speech and language therapists, and occupational therapy, physiotherapy and medical and nursing services.
- 3.2.2. Needs and provision for pupils with EHCP/statements of SEN is determined by the SENCo and are met by through resources provided directly by parents or a Local Authority and from school resources.

## 3.3. Individual Learning Plans and Pupil Passports

- 3.3.1. Strategies and interventions used with pupils are recorded in an Individual Learning Plan (ILP) and Pupil Passport (PP). ILPs and PPs are a teaching and planning tool. They are working documents for all specialist support teaching staff recording key short-term targets and strategies for an individual pupil that are different from or additional to those in place for the rest of the group or class.
- 3.3.2. ILPs will focus on up to three key individual targets for the specialist support teacher and the Pupil Passport will focus on three individual cross curricular targets that will help meet the individual pupil's needs and particular priorities. The pupil's strengths and successes should underpin the targets set and the strategies used. Targets will relate to key areas in communication, literacy, mathematics or aspects of behaviour or physical skills. Sometimes strategies will be cross-curricular and sometimes subject specific. Success and/or exit criteria will also be included and pupil outcomes will be recorded and reviewed. ILPs and PPs are discussed at Parents' Evenings and parents of EHCP/Statemented pupils will be invited to a formal Review meeting at least once a year to discuss provision, including ILPs.

**Coordinating PPs and ILPs Across the Curriculum.** Although the co-ordinating and planning of a pupil's ILP, especially setting appropriate targets, is the responsibility of SENCo, the Code of

practice (2015) makes it quite clear that the devising of strategies and the identification of appropriate methods of access to the curriculum should lie within the area of expertise and responsibility of individual subject teachers. The ILP and PP only records that which is additional to or different from mainstream differentiated curriculum provision. The ILP and PP are brief but informative and focuses on up to three individual targets relating a pupil's individual needs. The ILP and PP which are uploaded to Schoolbase and available to all staff and parents, gives a detailed description of pupils' SEN, what they want known about themselves, how teachers can help them and importantly three cross curricular SMART targets for mainstream teachers to note.

NOTE:

PPs provide curriculum teachers with pupil information and cross curricular targets to work on in class where as the ILP is more of a lesson planning and recording tool used by specialist support teachers in their lessons.

### 3.4. A Graduated Response

3.4.1. We recognise that children's needs and requirements may fall within or across four broad areas. These are:

- Communication and Interaction;
- Cognition and Learning;
- Social, emotional and mental health;
- Sensory and/or physical.

3.4.2. Pupils with SEN and/or disabilities do not follow a different curriculum to other pupils. Where appropriate, reasonable steps are taken to modify the curriculum for pupils with SEN and reasonable adjustments are made for disabled pupils.

3.4.3. The school employs a graduated response through interventions in the classroom, SEN provision and EHCP/ Statements of SEN. The graduated response to meeting individual needs starts once it is decided that a pupil may have SEN and immediately any SEN provision is made for that pupil. The key test is where the pupil is not making at least adequate progress or is unable to access the curriculum.

3.4.4. The SENCo will inform the pupil's parents as the school starts making provision and will explain in detail the provision to be made for their child and how outcomes will be monitored and reviewed.

3.4.5. Once a pupil is identified as having SEN the additional or different provision is described as SEN provision. The Action could be - further assessment, additional or different curriculum materials or a different way of teaching and it might sometimes but not always be additional adult support.

3.4.6. If at a review, after a range of additional or different interventions have been tried for some time, the pupil is still not making at least adequate progress or is still unable to access the curriculum the School, with parental agreement, may decide to move to further interventions through increased SEN provision.

### 3.5. Provision for sensory and/or physical needs

3.5.1. Provision for sensory and/or physical needs is tailored for the individual pupil's needs and include:

- Support from our in house OT – 2 days a week, plus NHS OT reports and visits.
- Provision of ICT specialist software for writing/reading (eg scanning pens and Microsoft Learning Tools etc).
- Access to specialist teacher for sensory impairment and/or physical needs in partnership with parents and LAs.

### 3.6. Provision for Communication and Interaction Difficulties

3.6.1. Speech and Language support is also tailored to individual needs and is provided by our in house SALT (3 days a week), Private and Local Health Authority practitioners. In addition the school provides Self-esteem workshops and mentoring.

### 3.7. Support for Social, Emotional and Mental Health Difficulties

3.7.1. Support for social, emotional and mental health difficulties are provided by outside agency support co-ordinated by the SENCo. We make referrals to School based counsellors, offer private counselling or CAMHS. In addition the school provides a Social Use of Language Programme (SULP) delivered by our SALT and Learning Mentors.

### 3.8. Access Arrangements

3.8.1. Access arrangements for examinations are organised by the SENCo in close liaison with the school's examination officer. This can include extra time, and/or provision of reader and /or scribe and/or use of PC in examinations. All pupils are screened in year 10.

### 3.9. Allocation of Resources

3.9.1. Most of the resources used by pupils with special educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs and time allocated to the SENCo to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCo.

3.9.2. SEN resources are used for the following:

- Resources allocated to the Cadogan learning resource centre.
- Specialist equipment for the department.
  - SULP small group support.
  - Individual 1:1 support lessons and small group specialist support lessons 1:2 and 1:3 teacher to pupil ratio

### 3.11. Monitoring the Effectiveness of Provision

3.11.1. All students with Special Educational Needs difficulties or those who are MAT, are monitored by the Cadogan Department. Literacy Comprehension and Mathematics skills are

tested twice yearly and a list of the resulting reading and spelling comprehension and maths standardised scores is provided to all staff on the Cadogan resources site.

- 3.11.2. Teachers may conclude that the strategies they are currently using with a pupil are not resulting in the pupil learning as effectively as possible. In these circumstances, they will consult the SENCo to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. Consideration should then be given to helping the pupil through SEN provision. The key test of the need for action is evidence that current rates of progress are inadequate.
- 3.11.4. **External Reviews.** All pupils with an EHCP/ Statement of SEN must have an annual external review of their /EHCP/statement. The SENCo is responsible for the organization of these reviews. She contacts all the appropriate agencies and the LA and collects reports and comments from teachers, medical professionals, EPs, social services etc. and anyone else involved with the welfare of the pupil. Copies of these reports are circulated to everyone who is invited to the review two weeks prior to the meeting. The review is chaired by the SENCo and is attended by parents, the Educational Psychologist and any other relevant agencies. The pupil is also invited. The SENCo completes the appropriate forms and adds to or amends the EHCP/statement as appropriate. From Year 9 onwards, the Careers service is also invited to attend to give advice to students about choices after leaving school. After the Review, relevant information is passed on to staff and a copy of the review reports is sent to all those who attended. A copy of all documentation is kept in the SEN files in Cadogan.
- 3.11.5. **Complaints procedures.** Complaints received from parents about provision are in the first instance referred to SENCo who will action if it can be dealt with internally or referred through the normal school procedure to the headmaster. All correspondence and complaints with actions are recorded electronically for future reference.

# Section 4: Working in Partnership

## 4.1 Working with other Departments

4.1.1. **Principles.** The SEN staff work closely with the subject based departments and those who have a senior role in designing and managing the curriculum in order that SEN pupils:

- Have full entitlement/access to high quality education within a broad, balanced and relevant inclusive curriculum (including access to the National Curriculum). The curriculum should be constructed and delivered on the following principles:
  - suitable learning challenges being set for the pupils;
  - the school should be able to respond to pupils' diverse learning needs;
  - striving to overcome potential barriers to learning.
- Have their curiosity, interest and enjoyment in their own education stimulated and/or maintained so as they can reach their full potential and enhance their self-esteem.
- Receive continual and appropriate forms of educational provision by the most efficient use of all available resources, thus allowing them to become familiar with an appropriate body of knowledge, skills, principles and vocabulary, and desirable personal qualities such as safety awareness, politeness, perseverance, initiative and independence which should enable them to lead full and productive lives as far as is possible.

### 4.1.2. Advising on Teaching Styles

- Staff should provide a variety of differentiated experiences/activities during a course of study/session and during a lesson if possible.
- There should be opportunities for individual and/or group activities during a course of study/session and during a lesson if possible.
- Educational visits should be encouraged, and pupils should express their thoughts and ideas through drawing, displays, photographs and video and audio recordings, etc.
- Staff should provide a glossary of words with each topic in order to aid correct spelling, understanding of the meanings of and the use of words.
- Staff should encourage pupils to recall and apply their knowledge and skills in familiar and unfamiliar situations.
- Staff should allow opportunities at various times for group discussion. At these times we can listen to each other's views and hopefully reflect upon them.
- Staff should refer to work in other subject areas, e.g. Humanities, Maths, Music, Languages, etc. whenever appropriate.
- Staff should encourage pupils to follow both verbal and written instructions accurately within the limitations of their special needs.
- Staff should encourage pupils to share their experiences and culture with others in order to enhance the quality of learning.

4.1.3. **Examples of Cooperative Teaching.** The BDA Level 5 Certificate in Dyslexia Literacy, Support and Intervention is an ongoing rolling programme for new members of staff in all departments. Case studies of individual pupils and management in the mainstream classes are regularly discussed; this has been the policy since January 2000.

- Staff in the SEN department regularly discusses the progress and problems of their charges with the mainstream teachers. Support work in individual and small group support lessons are often based on topics suggested and there is regular feedback.



4.1.4. **Confidentiality of Information.** The documents below are in SEN files, available to all staff. However, all staff are made aware of the confidential nature of this information and of the fact that it must be treated appropriately:

- SEN Register.
- Medical records.
- SEN individual files.
- Review documents.
- Access Arrangements for Examinations.

## 4.2 Liaison and Involvement with Parents and Pupils

(N.B. The term 'parents' is employed throughout this policy to refer to parents, guardians, or others in loco parentis).

4.2.1. For their part in this liaison, during a normal academic year, teachers in the Department communicate with parents, directly or indirectly, by means of:

- A range of 'standard' letters/emails either:
  - To parents typically regarding parent evenings, open days, prize giving ceremonies, career forums, curricular changes, educational visits, visiting speakers and School or local exhibitions and workshops or;
  - To parents of individual pupils, concerning, for instance, achievement and progress (ILP evaluation), attendance, punctuality, or some commendatory or disciplinary matter;
- 'Personal' letters/emails that address some matter(s) or incidents idiosyncratic to the pupil concerned, the style and manner of which often reflect the close relationship that has developed between the teacher and the parent – this may refer to matters concerning an EHCP/ statement or other issues related to the Code of Practice;
- End of term evaluated ILPs summarise pupils' achievements and progress over a specific period.

4.2.2. In addition to these written communications, the Department's teachers have or create opportunities to talk with parents, and to show and explain to them examples of the pupils' work and activities:

- During the Schools 'parents evenings' and 'open days';
- During discussions with an individual pupil's parents, initiated at the request of either the parents or the teacher;

4.2.3. In all of their communications with parents, teachers will strive to be as sensitive as possible, to the needs, apprehensions, and background circumstances of the parent(s) and the pupil. This means, among other important considerations, that in their communications with parents, teachers should:

- Pay attention to the form of address, so as not to exclude or embarrass one-parent families, or children being fostered or 'in care';
- Seek to employ a form and tone that is clear, straightforward, appropriately friendly, and not patronising;

- Be sensitive to the known home and family circumstances of a parent and their child(ren), and should exercise caution when those circumstances are not known, e.g. the parent's first language and culture are major considerations;
- Encourage apprehensive parents to visit the School and the Department, and to contribute as much as possible to their child's education.

4.2.4. Parents are informed sufficiently in order that they can fully understand the measures the school is taking - this is particularly important during assessment and subsequent reviews. This is particularly relevant when an ILP and Pupil Passport is drawn up for each pupil and progress is reviewed regularly. Parents' and pupils' views are invited and highly valued as a contribution to the review process. Parents are always asked to give their consent to consultation with relevant health professionals and other agencies.

### 4.3 Links to External Support Services and other agencies, schools and voluntary organisations.

4.3.1. The Department includes teachers and therapists and supports a multi-disciplinary approach to maximise the educational provision for SEN pupils. Many agencies and support services are able to help identify, assess and provide support for SEN pupils. Such agencies and support services include a wide variety of specialist teachers and other professionals (SALT, OT and Educational Psychologists). The school has a named medical officer and school nurses to whom references are made in accordance with the Staged Procedure for assessment. In addition, we have a named Careers Service Personal Adviser and a named speech and language therapist who visits the school weekly, plus an Occupational Therapist who visits once a month.

4.3.2. The SEN Department works with the following services, which are provided by the LEA and the DHA:

- Educational Psychology Service (e.g. Bangor Dyslexia Unit);
- Child Guidance Services (CAMHS);
- Specialist Careers Officers (Careers Wales);
- Speech Therapy (in house and Conwy and Denbighshire NHS Trust and private SALT);
- Physiotherapy (Tony Jones-Oxford Rd Clinic Llandudno);
- Occupational Therapy in house and NHS.
- Advisers with an expertise in using I.C.T. to enhance the provision for SEN; now assessed in department by a Cadogan member of staff.

4.3.3. The School may procure the aid of the above specialist services at any time that it is deemed appropriate, e.g. advice on the identification, assessment and effective provision of resources. The Careers Service provides guidance and support to many young people (aged 13 – 19) including those with SEN into adult life. The Careers Personal Adviser is first made aware of all SEN pupils in Year 8. The Careers Personal Adviser will always be invited and attend the Year 9 Annual Review meetings. The attendance of the Careers Personal Adviser is critical to the process. The Personal Adviser is invited to all subsequent annual reviews and is expected to attend where appropriate.

4.3.4. Contact is made with the Social Services Department and Education Welfare Service as appropriate. The SEN co-ordinator and named individuals at the respective services maintain such contact and liaison. Both the education welfare service and social services departments co-operate with other agencies in order to produce workable action plans. Both services should also be able to encourage parental involvement in the resolution of any

problems or difficulties.

4.3.5. Regular contact is maintained by the SENCo and the school with the Educational Psychologist, the Careers Service, Medical Services, the Educational Welfare Officer, Social Services, and Behaviour Support on both a formal and informal basis. In addition:

- Formal multi-agency meetings are held with outside agencies to discuss pupils causing concern.
- The SENCo will organise meetings and the referral of individual pupils as necessary.
- SENCo liaises with Careers Wales for the post 16 sector concerning pupils with special needs.
- All arrangements with external agencies regarding formal reviews are organised and co-ordinated by the SENCo.
- Staff regularly attend meetings concerning individual pupils which are organised by external agencies, such as Social Services.

4.3.6. **Links with Other Schools.** The school seeks to develop partnerships and inclusive links with other local and national schools with specialist SEN provision. This will have mutual benefits to both staff and pupils as we develop our own provision. The curriculum expertise of other schools can help mainstream colleagues to ensure access to the curriculum for pupils, part time placements, use of shared resources and so on. In the future we wish to consider:

- continuity and progression of curriculum provision,
- transfer arrangements and reviews,
- resources,
- shared expertise,
- joint Initiatives.

## 4.4. Transition to the next phase of life/education

4.4.1. Careers Wales write a transition document for pupils with an EHCP/statement when they finish full time education at school. They also provide an advice document after interview with the pupil for all students in the school for year 9 upwards. 1:1 tutors provide support for their pupils preparing documents such as UCAS personal statements.

# SECTION 5: Monitoring and Evaluating the Success of SEN provision.

## 5.1. Monitoring Progress with and Evaluating the Success of the SEN Policy.

5.1.1. Effective monitoring/evaluation of the SEN Policy is linked to the School Improvement Plan and the Cadogan Department Action Plan. Evaluation is also dependent upon the maintenance of accurate and up to date records; these allow for an effective audit of need and planning for support. (Provision Mapping – Edukey software).

5.1.2. The Governing Body will monitor the Policy through:

- Considering headteacher reports that reflect the activities of the SENCo and any current issues;
- Considering reports from the SENCo;
- Having regular discussions between the SEN governor (or SEN committee) and the SENCo; and
- Inviting the SENCo to attend meetings at regular intervals to report in person.

5.1.3. Strategic assessment of the success of the SEN Policy will use the following criteria:

- 90% of those children identified and needing ILPs reach their expected target as judged through objective testing and/or teacher's professional judgement.
- All ILPs include written/recorded comments from parents/carers and children, and where necessary outside agency involvement;
- ILPs are reviewed and evaluated at the end of every term;
- Statutory reviews of EHCP/ statements take place annually;

## 5.2. Evaluating the SEN Service and Provision.

5.2.1. The effectiveness of the SEN Service is evaluated using the following:

- Achieving/completing the annual actions within the SEN Action Plan
- The monitoring of the academic and social progress of the children with learning difficulties on a regular basis, in line with the revised SEN Code of Practice (2015).
- The use of Provision Mapping (audit of need and planning for support for each pupil).
- An analysis of all teachers' planning by Subject leaders/Headteacher/ SENCo to ensure that a differentiated approach is taken and that the learning objectives in Individual Learning Plans are identified and reflected in planning. (This broadens the notion that all teachers are teachers of children with special educational needs and should create wider ownership of children's learning needs);
- The monitoring of the development of teaching and learning styles of members of staff.
- Increased staff awareness of all pupils with special needs, including the most able.
- The monitoring of links with outside agencies.
- Involvement of Parents/carers in target setting and having their views recorded;
- Involvement of pupils in discussing, constructing, reviewing and having their views recorded on their own Individual Education Plans;

- Monitoring Individual Education Plan targets to ensure pupil progress through specific, measurable, achievable, realistic, time-bound targets (SMART) and within the learning needs of the pupils' curriculum;

#### 5.2.2. Methods of Evaluation:

- Regular review meetings.
- Questionnaire, teacher observations.
- Meetings with external agencies.
- Regular meetings with the pastoral staff and with the heads of departments.
- Parents:
  - measuring the number of parents of who attend 'Review meetings' (expressed as% attendance);
  - number of parents of SEN pupils who request that their child be educated at this school;
  - degree to which the pupils and parents have been consulted during annual reviews and transition plans;
  - pertinent feedback from pupils and parents;
  - number of pupils funded and/or approved by various LEAs.
- Pupils:
  - number of ILPs in operation for pupils;
  - pupil achievement, e.g. increase in Reading and Spelling ages over time or awards/recognition for sporting achievements, etc.;
  - number of SEN pupils who pursue education after the age of 16.
- Staff /INSET
  - involvement by all staff in INSET courses relating to SEN issues;
  - senior management involvement in SEN issues;
- Independent Reports.
  - analysis and publication of ESTYN, CReSTeD reports

### 5.3. Procedure for Concerns

5.3.1. Any complaints about the SEN provision is, in the first instance, directed to the headteacher. However, should a parent feel that his/her complaint has not been dealt with satisfactorily by the headteacher he/she has the right to refer the matter to the governing body.

### 5.4. Continuing Professional Development (CPD)

5.4.1. Through the monitoring and evaluating of our provision the SENCo, with the Headteacher will identify any professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Staff who attend further courses will feedback on courses attended through staff meetings or department/faculty meetings.

5.4.2. The effectiveness of such professional development will be monitored and evaluated by the SENCo, and information provided during the annual evaluation of the school's overall SEN provision.

- 5.4.3. All teachers in the school will be directly involved in working with pupils with special educational needs. The SEN staff accept that this is not an easy for teachers. Carefully structured and timed INSET can help to remove any anxieties that staff may have and will hopefully give them the skills and understanding that staff needed and will encourage them to full involvement. When designing and implementing an in-service training programme, it is important to analyse the expressed needs of all staff involved.
- 5.4.4. The teachers in the Special Needs Department have an additional SEN qualification (Masters Level 7) either from Bangor or Chester University.
- 5.4.5. All subject teachers must complete the BDA Level 5 Certificate in Dyslexia: Literacy, Support and Intervention as a condition of employment. This takes a year or so to complete and is ongoing. Shorter day courses by professionals bought into school focus on the other comorbid main types of SEN, which are catered for under the school's specialism. Areas of specific learning difficulty, such as dyslexia, dyspraxia, ADHD, ADD, ASC, Communication and language impairment, OCD and deficits in motor co-ordination are all tackled, and the courses aims to be as practically useful as possible.
- 5.4.6. Typically classified as 'essential' INSET provision is the attendance at courses, conferences and meetings concerned with:
- The SEN Code of Practice (2015) or other initiatives
- 5.4.7. INSET provision typically classified as 'discretionary' includes:
- Attendance at LEA, regional or national conferences or meetings that are of interest and relevance but not to the point where they are deemed to be 'essential'
  - Participation in courses leading to the award of a higher degree or some other qualification that is of relevance, e.g. the post-graduate Diploma in DCD or the Advanced Diploma in Communication Impairment in Children.
- 5.4.8. As a general rule, following their attendance at any INSET activity, the Department's teachers are required to disseminate any relevant information to their colleagues at a subsequent staff meeting or by some other means.
- All staff working in school are encouraged to attend in-service training whether full or part-time and the training can be extended to other members of the school.

## **PROPOSALS FOR SEN LEGISLATION IN WALES**

The key changes proposed for Wales will include:

- 1. The term ‘Additional Learning Needs’ and ‘Additional Learning Provision’ will replace Special Educational Needs and Special Educational Provision.**

The new legislation will set out the precise definitions. The definition of ALN will include all of those currently regarded as having SEN (i.e. children and young people supported through School/Early Years Action, School/Early Years Action Plus and with statements of SEN). In addition, the term will also be used for young people up to the age of 25 who are currently said to have Learning Difficulties and Disabilities (LDD)

ALN provision *will not* change significantly from the current definition of ‘special educational provision’ – it will apply to provision *which ‘is additional to, or otherwise different from, the educational provision made generally for children or young persons of the same age other than in special schools’.*

- 2. Extending the age group 0-25**

The current system covers children to age 16 or age 19 (depending on post-16 provision. i.e. whether they stay in school or attend FE). The new system will support children and young people from 0-25.

- 3. Statements of SEN and Learning Difficulty Assessments will be replaced with an Individual Development Plan.**

This will provide statutory protection for children and young people with Additional Learning Needs across Wales. The new COP will include a detailed structure and minimum standards for an IDP.

Independent schools will be required as part of their registration to demonstrate that it can provide the required type of additional learning provision.

- 4. The statutory duty for preparing and implementing an IDP will rest with local authorities, to ensure that there is accountability for the delivery of ALN provision.**

Schools, Colleges and PRU’s will be required to use their ‘best endeavours’ (to do all they possibly can) to ensure that the additional learning provision set out in a child or young person’s IDP is provided. This means that Welsh Government will expect local authorities to

have effective governance arrangements in place to deliver, monitor and review their ALN duties. Evaluation and scrutiny will be particularly important when 85-100% of ALN funding is being delegated to schools

## **5. A new ALN Code of Practice**

There will be a new ALN Code of Practice setting out the detail of the new legal framework. This will provide detailed guidance for professionals who work with children and young people with ALN.

**6. Services will need to work together collaboratively and flexibly in order to ensure that children, young people and their families and carers receive coherent, well co-ordinated support which helps them achieve positive outcomes**

**7. The proposals recommend arrangements for LA's to provide access to information and advice for families 'as they see appropriate' and require the Welsh Government to set out guidance on disagreement resolution arrangements to provide effective solutions to disagreements about additional learning provision between children and young people, or their parents and school or local authorities. This would include advocacy and support for children and young people.**

**8. The right of appeal to the ALN Tribunal against:**

- a decision not to put an IDP in place;
- a refusal of a request to review an IDP;
- the content of an IDP, including the description of the child or young person's needs or the educational provision required to meet those needs;
- a failure to make available the provision identified through the IDP;
- the school named, or the type of school named in the IDP
- a refusal to review and IDP or to make changes following a review
- a failure of the LA to take over responsibility for an IDP following a request to do so
- a decision to cease to continue an IDP
- all the above would be open to children and young people 0-25 and their families



